

## Browns Ferry Elementary

7292 Browns Ferry Road  
Georgetown, South Carolina 29440

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	229 Students	
<b>Principal</b>	Dr. Peggie A. Grant	843-527-1325
<b>Superintendent</b>	Dr. H. Randall Dozier	843-436-7000
<b>Board Chair</b>	Mr. Joe M. Crosby	843-436-7000

## The State of South Carolina

Annual School  
Report Card

2005

### ABSOLUTE RATING

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	5	48	78	14

### IMPROVEMENT RATING

EXCELLENT

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

### ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

# PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Below Average	Unsatisfactory	N/A
2003	Excellent	Excellent	Yes
2004	Excellent	Good	Yes
2005	Excellent	Excellent	Yes

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

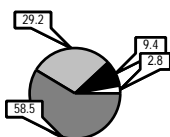
## PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

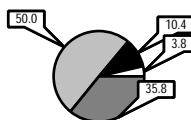
100.0%

## PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)

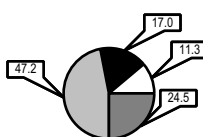
### English/Language Arts



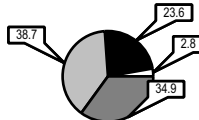
### Mathematics



### Science

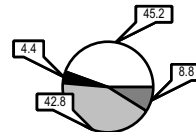
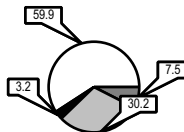
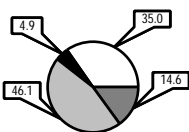
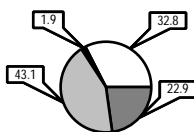


### Social Studies



### Our School

### Elementary Schools with Students like Ours



### Definition of Critical Terms

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

### Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	116	100.0	2.7	27.7	55.4	14.3	84.8	Yes	Yes
<b>Gender</b>									
Male	66	100.0	0.0	38.1	50.8	11.1	82.5		
Female	50	100.0	6.1	14.3	61.2	18.4	87.8		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	116	100.0	2.7	27.7	55.4	14.3	84.8	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	87	100.0	1.2	27.7	59.0	12.0	91.6		
Disabled	29	100.0	6.9	27.6	44.8	20.7	65.5	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	116	100.0	2.7	27.7	55.4	14.3	84.8		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	116	100.0	2.7	27.7	55.4	14.3	84.8		
<b>Socio-Economic Status</b>									
Subsidized meals	96	100.0	3.3	28.3	56.5	12.0	82.6	Yes	Yes
Full-pay meals	20	100.0	0.0	25.0	50.0	25.0	95.0		

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	116	100.0	3.6	47.3	33.9	15.2	75.0	Yes	Yes
<b>Gender</b>									
Male	66	100.0	3.2	52.4	30.2	14.3	69.8		
Female	50	100.0	4.1	40.8	38.8	16.3	81.6		
<b>Racial/Ethnic Group</b>									
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
African American	116	100.0	3.6	47.3	33.9	15.2	75.0	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	87	100.0	0.0	51.8	36.1	12.0	77.1		
Disabled	29	100.0	13.8	34.5	27.6	24.1	69.0	I/S	I/S
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	116	100.0	3.6	47.3	33.9	15.2	75.0		
<b>English Proficiency</b>									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	116	100.0	3.6	47.3	33.9	15.2	75.0		
<b>Socio-Economic Status</b>									
Subsidized meals	96	100.0	4.3	48.9	31.5	15.2	72.8	Yes	Yes
Full-pay meals	20	100.0	0.0	40.0	45.0	15.0	85.0		

**Abbreviations for Missing Data**

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**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	116	100.0	10.7	44.6	23.2	21.4	44.6
<b>Gender</b>							
Male	66	100.0	7.9	52.4	19.0	20.6	39.7
Female	50	100.0	14.3	34.7	28.6	22.4	51.0
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	116	100.0	10.7	44.6	23.2	21.4	44.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	87	100.0	3.6	50.6	27.7	18.1	45.8
Disabled	29	100.0	31.0	27.6	10.3	31.0	41.4
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	10.7	44.6	23.2	21.4	44.6
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	116	100.0	10.7	44.6	23.2	21.4	44.6
<b>Socio-Economic Status</b>							
Subsidized meals	96	100.0	13.0	46.7	21.7	18.5	40.2
Full-pay meals	20	100.0	0.0	35.0	30.0	35.0	65.0

<b>Social Studies</b>							
All Students	116	100.0	2.7	36.6	33.0	27.7	60.7
<b>Gender</b>							
Male	66	100.0	3.2	38.1	33.3	25.4	58.7
Female	50	100.0	2.0	34.7	32.7	30.6	63.3
<b>Racial/Ethnic Group</b>							
White	N/A	N/A	N/A	N/A	N/A	N/A	N/A
African American	116	100.0	2.7	36.6	33.0	27.7	60.7
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	87	100.0	1.2	34.9	34.9	28.9	63.9
Disabled	29	100.0	6.9	41.4	27.6	24.1	51.7
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	116	100.0	2.7	36.6	33.0	27.7	60.7
<b>English Proficiency</b>							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	116	100.0	2.7	36.6	33.0	27.7	60.7
<b>Socio-Economic Status</b>							
Subsidized meals	96	100.0	3.3	39.1	35.9	21.7	57.6
Full-pay meals	20	100.0	0.0	25.0	20.0	55.0	75.0

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2004	3	44	100.0	11.6	16.3	44.2	27.9	72.1
	4	36	100.0	14.3	54.3	31.4	N/A	31.4
	5	40	100.0	21.1	55.3	23.7	N/A	23.7
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	34	100.0	0.0	15.6	62.5	21.9	84.4
	4	42	100.0	0.0	31.6	65.8	2.6	68.4
	5	40	100.0	8.3	38.9	47.2	5.6	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2004	3	44	100.0	7.0	48.8	37.2	7.0	44.2
	4	36	100.0	14.3	28.6	25.7	31.4	57.1
	5	40	100.0	13.2	44.7	31.6	10.5	42.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	34	100.0	0.0	56.3	40.6	3.1	43.8
	4	42	100.0	2.6	63.2	28.9	5.3	34.2
	5	40	100.0	8.3	30.6	38.9	22.2	61.1
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	34	100.0	6.3	53.1	31.3	9.4	40.6
	4	42	100.0	5.3	63.2	26.3	5.3	31.6
	5	40	100.0	22.2	25.0	16.7	36.1	52.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	34	100.0	3.1	34.4	40.6	21.9	62.5
	4	42	100.0	2.6	39.5	42.1	15.8	57.9
	5	40	100.0	2.8	41.7	22.2	33.3	55.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**
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# SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n= 229)</b>				
First graders who attended full-day kindergarten	100.0%	No change	100.0%	100.0%
Retention rate	3.4%	Down from 5.8%	3.9%	3.0%
Attendance rate	96.2%	Down from 99.6%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	13.8%	Up from 10.8%	5.6%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	9.5%	Up from 8.3%	4.9%	3.2%
Eligible for gifted and talented	10.9%	Up from 5.9%	5.3%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	9.9%	Down from 12.7%	7.8%	8.2%
Older than usual for grade	1.7%	Down from 3.4%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n= 24)</b>				
Teachers with advanced degrees	62.5%	Up from 47.8%	50.0%	52.6%
Continuing contract teachers	75.0%	Down from 82.6%	77.4%	83.3%
Highly qualified teachers	95.2%	Up from 91.7%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.4%	0.0%
Teachers returning from previous year	86.3%	Up from 79.4%	83.5%	87.0%
Teacher attendance rate	92.7%	Up from 90.1%	94.9%	95.0%
Average teacher salary	\$43,166	Down 1.8%	\$40,440	\$41,703
Prof. development days/teacher	9.6 days	Up from 7.9 days	13.1 days	12.8 days
<b>School</b>				
Principal's years at school	6.0	Up from 5.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 15.0 to 1	16.7 to 1	18.8 to 1
Prime instructional time	88.0%	Down from 89.0%	88.9%	89.8%
Dollars spent per pupil*	\$10,689	Up 1.9%	\$7,224	\$6,242
Percent of expenditures for teacher salaries*	52.9%	Up from 51.6%	63.2%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	No change	Good	Good
* Prior year audited financial data are reported.				
	<b>Our District</b>		<b>State</b>	
Highly qualified teachers in low poverty schools	95.0%		89.4%	
Highly qualified teachers in high poverty schools	95.3%		90.1%	
	<b>State Objective</b>		<b>Met State Objective</b>	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

## Abbreviations for Missing Data

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

In 2004-05, students and staff of Brown's Ferry Elementary School were recognized for their achievement by receiving the "Closing the Achievement Gap" Award given by the South Carolina Educational Oversight Committee. Currently, there are two nationally board certified teachers and three working toward that goal on the staff. One teacher has earned a doctoral degree, and one is currently enrolled in a doctoral program. Teachers in grades K-5 participated in monthly study groups focused on literacy development in reading and writing. Classroom teachers monitored students' performance by analyzing test data as measured on Measures of Academic Progress (MAP) three times during the year. Teachers developed individual web pages to inform parents of curricular issues and expectations. A Blue Ribbon Schools Initiative provided a consultant that worked with Brown's Ferry School during the year. The consultant coordinated efforts to assist staff members in learning best practices and resources to promote maximum learning.

Continued efforts to maintain time on task and focused instructional delivery are evident through tutorial groups, Homework Center, Extended Day sessions, and daily focus groups. The Universal Breakfast Program was implemented to increase time on task. Newly-purchased Promethean Boards and Classroom Performance Systems (CPS) encouraged student/teacher interactions and participation. Teachers received ongoing staff development in the use of technology to enhance student learning. School-wide monthly writing prompts were used to promote critical thinking skills and written expression. Additional test-taking materials were purchased to support instruction. The resource teacher provided an inclusion model for third and fifth grade students based on the number of students to be served.

The home-school connection continues to be an important link in a child's education. Monthly newsletters are sent home by the guidance counselor. Helpful parenting tips are included. During American Education Week, special recognition of parents is made through Muffins for Moms and Doughnuts for Dads activities. Local pastors are invited for a luncheon in the fall. At that luncheon, the principal and curriculum specialist discuss academic and behavioral concerns. Pastoral support is evidenced through their congregational announcements and school visits throughout the year. Local churches provided book bags filled with school supplies for needy students. Local churches also provided volunteers to assist children in small groups or one-on-one activities. In addition, a local church received a 21st Century Community Learning Center Grant. The collaboration between the church and the school enabled 3rd, 4th, and 5th graders to receive homework help four afternoons per week. A summer enrichment program is also a component of the grant. Grandparents are invited to eat lunch at school in their honor. Many share their favorite book with the students. Special parenting nights throughout the year provide strategies to help parents to support their child's learning.

Motivational strategies to encourage students' efforts are ongoing, including quarterly awards assemblies, pictures of students who exemplify character traits of the month are posted by the classrooms, a school-community Friendship Read Day, role model programs, and a PACT pep rally.

Dr. Peggie A. Grant, Principal  
Mrs. Joan Grimmage, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	25	36	34
Percent satisfied with learning environment	84.0%	86.1%	71.9%
Percent satisfied with social and physical environment	84.0%	66.7%	81.8%
Percent satisfied with school-home relations	88.0%	83.3%	68.8%

\*Only students at the highest elementary school grade level at this school and their parents were included.